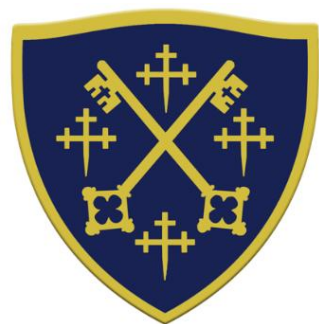


English Curriculum

Key Stages 3 & 4

Unlocking Unique Potential

Academic Year 2026-27



The **KS3 English curriculum at BSS** has been designed to nurture not only intellectual development but also the spiritual growth of students. We will seek to achieve this aim with our bespoke offer that includes:

- Extra-curricular activities and enrichment such as theatre trips that foster a love of Shakespeare and other playwrights through the experience of performance and drama.
- Teaching Barry Hines’ *A Kestrel for a Knave*, that fosters an understanding of morality. Students will learn about the treatment of children in the 1960s education system, including moral issues pertaining to corporal punishment and its abuses, the disenfranchisement of working-class communities and the way that disadvantage can impact the life chances of young people.
- Engaging students in the controversial debate of religion vs science and the ethical issues surrounding the Age of Enlightenment. Students will consider what it means to be ‘other’ and the ways that the play *Frankenstein*, based on Shelley’s original novel, might inform us that differences can, and should, be celebrated rather than the compounding of prejudices.
- Across the poignant period of remembrance, students will listen to the voices and learn about the sacrifices of the soldier poets of the First World War. Students will discuss the ways that war impacted both soldiers at the Front and those left that home, the conditions of the trenches that prompted such visceral responses to war, and the way that comradeship, fraternity and prayer helped to mitigate against the horrors that were witnessed during that period.
- Discussions that centre around the appreciation of nature, the human condition, humility, kindness and other deeply Christian values which link contextually and conceptually to the poetry we cover in the curriculum. Examples include our poetry anthologies in Year 7 – *When we were Young* – and in Year 9 – *Conflict and Adversity*.

Through careful design, we hope that students will, indeed, find **Something More** in their KS3 curriculum and, in so doing, discover the wonders that can be found in the words of great writers and the creativity of their own mind.

Noughts & Crosses: a case study in Something More

For Year 9, this text is illustrative of the way that the curriculum can bisect important national conversations.

Assemblies have focussed on ‘othering’ – the concept that certain groups within society might be treated as “other”, alienated or treated as fundamentally different. The experience for so many in the community – being met with prejudice and discrimination because they are deemed as ‘other’ – is reflected in the lives led by characters in the play Year 9 read in Term 1 – *Noughts and Crosses*.

The conversations which have been brought to our collective consciousness in assembly continue here in English: they aren’t easy or straightforward, given their complexity. But we believe that equipping students with the right vocabulary is key: sophisticated discourse fosters a mature engagement with difficult subject matter – not just for the immediacy of classroom-based learning, but for the long-term. Words like ‘pejorative’, ‘stereotype’ and ‘disenfranchisement’ have already been secured. And though, perhaps, the closest to “othering” in the lived experience for many might be the literature on the page, the choice of text allows all to reflect on the suffering that can be caused by the use of racial slurs and other discriminatory behaviour – the consequence of determining somebody as “other”.

In *Noughts and Crosses*, students observe the demise of a society when values like compassion, truth and justice are laid to waste. In so doing, the conversation in the classroom must address the following questions: what does a tolerant, compassionate society look like? How might our own endeavours ameliorate the suffering of others who have been made to feel that they are “other”? How can we be upstanders – and challenge the complicity of bystanders?

It is here, in the teaching and learning of this unit, that students might also discover *Something More* in our effort to encourage self-awareness, emotional intelligence and moral reasoning.

Assessment types

- Knowledge Retrieval
- Analytical Reading
- Drafted Writing
- Oracy focus
- Literacy Skills



Year 7 Curriculum 2026 – 27 T1: 8 T2: 6 T3: 6 T4: 5 T5: 7 T6: 7

		Unit 1: 8 weeks	Unit 2: 7 weeks	Unit 3: 8 weeks	Unit 4: 10 weeks	Unit 5: 6 weeks
		T1 WK 1 – T1 WK 8	T2 WK 1 – T3 WK 1	T3 WK 2 – T4 WK 3	T4 WK 4 – T6 WK 1	T6 WK 2 – T6 WK 7
7	Unit description	Reading Poetry: When We Were Young Students will study an anthology of poems used to develop ambitious language analysis and knowledge of poetic features. CURRICULUM INTENT: To engage students in a range of poetry that is accessible yet challenging in terms of extended metaphorical meanings. Poetry is revisited in Year 8: Poetry of the WW1 with increased contextual significance. In Year 9, the level of challenge increases both thematically and contextually as students are exposed to poems based on the theme of Adversity and Conflict of Identity and will be given the opportunity to write a comparative response. Progression to KS4: GCSE English Literature Paper 2: Power and Conflict Poetry and Unseen Poetry Unit length: 8 weeks (shortened first week) Actual unit length: 7 weeks Literacy Skills Builder (T1 WK 6) Spelling test	Play Unit: <i>Frankenstein</i> The unit, based on the play adaptation by Philip Pullman, will be supplemented with extracts from Mary Shelley’s original novel. The unit will serve to develop an understanding of the wider literary Gothic tradition. CURRICULUM INTENT: To engage students in the controversial debate of religion v science, ethical issues and morality – SMSC. This unit is also embedded in the curriculum for the pure joy of reading aloud. The study of a drama text is revisited in Year 8 through ‘Journey’s End’, but the context is increasingly challenging as it is based on the historical event of WW1 and ethical issues. In Year 9 students engage with the drama text: ‘Noughts and Crosses’ which further develops students’ exposure to controversial topical issues such as racism and prejudice. Progression to KS4: GCSE English Literature Paper 1: <i>An Inspector Calls</i> (Drama text) Unit length: 7 weeks Spelling test	Everyone A Writer Strand A: Caricatures Students will explore extracts from a range of fiction and experiment with narrative style and voice. CURRICULUM INTENT: To give students the opportunity to experiment with creative writing that both entertains and engages the reader. Imaginative writing is revisited in Year 8 through the Dystopian Writing unit. Progression to KS4: GCSE English Language Paper 1: Q5 Writing Strand B: Viewpoint – Voices About Us Students will study a range of voices from their local communities. CURRICULUM INTENT: Students acquire persuasive techniques which enable them to produce convincing and compelling letters that aptly express their viewpoint. Viewpoint writing is revisited in Year 8 through the Don’t Get Me Started unit which engages students in topical issues. Progression to KS4: GCSE English Language Paper 2: Q5 Writing Unit length: 8 weeks Spelling test Oracy focus: students to share perspectives about local issued and to read final letters aloud in groups.	Orwell: <i>Animal Farm</i> Students will engage with an analytical study of <i>Animal Farm</i>, learning about characterisation and thematic understanding. CURRICULUM INTENT: To give students the opportunity to engage with a canonical dystopian text. Dystopian Writing is a unit taught at Year 8 in which students can experiment with typical tropes inherent in dystopian literature and the theme of a dystopian society is further explored in the study of ‘Noughts and Crosses’ in Year 9. Progression to KS4: GCSE English Language Paper 1: Q1-4 (unseen fiction text) GCSE English Literature Paper 1: Study of a pre-1900 novel – <i>A Christmas Carol</i> Unit length: 10 weeks Spelling test	Shakespeare’s Monologues A unit focussed on understanding a range of Shakespeare’s most influential and highly regarded monologues, focussing on the craft of constructing a monologue, rhetoric and its impact. CURRICULUM INTENT: This unit enables students to familiarise with Shakespeare’s language and to simply enjoy the drama of his most poignant monologues. Brief synopsis of a range of plays will be taught. A more comprehensive analysis of Shakespeare’s language, structure and form is covered through the teaching of a complete comedy in Year 8 (<i>Much Ado About Nothing</i>). In Year 9 students engage with the classic tragedy (<i>Romeo and Juliet</i>). Progression to KS4: GCSE English Literature Paper 1: <i>Macbeth</i> Unit length: 6 weeks (reduced by 1 week SCW) Actual unit length: 5 weeks Spelling test SC Week during WK 6 (13th – 16th July)
	FMW	Section A Knowledge test: a knowledge retrieval test comprising poetic terms Section B Analytical Reading: a short analytical response based on a previously studied poem (<i>Nettles</i> by Vernon Scannell)	Analytical Reading (drafted): an analytical response to include an introduction. TASK: Explore how the writers present Frankenstein and/or the monster.	Drafted Writing: a viewpoint piece in the form of a letter	Analytical Reading timed conditions: an analytical response to include an introduction (45 minutes) TASK: How does Orwell present ideas about the ways that pigs use power in <i>Animal Farm</i>?	Knowledge test: a knowledge retrieval test comprising questions linked to a range of the studied monologues.



Year 8 Curriculum 2026 – 27 T1: 8 T2: 6 T3: 6 T4: 5 T5: 7 T6: 7

		Unit 1: 7 weeks	Unit 2: 10 weeks	Unit 3: 10 weeks	Unit 4: 5 weeks	Unit 5: 7 weeks
		T1 WK 1 – T1 WK 7	T1 WK 8 – T3 WK 3	T3 WK 4 – T5 WK 2	T5 WK 3 – T5 WK 7	T6 WK 1 – T6 WK 7
8	Unit description	Viewpoint Writing: Don't get me started! Students will study a variety of viewpoints about significant current/recent issues. Students will experiment with rhetorical devices and the creation of a compelling voice. CURRICULUM INTENT: This topic builds upon the knowledge and skills acquired from the Everyone a Writer unit in Year 7. Students will develop their viewpoint writing skills through embedding discourse markers, counter arguments and switchbacks. In Year 9, students develop a strong sense of voice in the unit entitled: The World in My Words. Progression to KS4: GCSE English Language Paper 2: Q5 Writing Unit length: 7 weeks (shortened first week) Actual unit length: 6 weeks Spelling test Oracy focus: Students to share perspectives about the issues in focus – and to read final speeches aloud in groups.	Literary Heritage: Sherriff's <i>Journey's End</i> and the poetry of the First World War A unit exploring the themes, characterisation, construction and context of <i>Journey's End</i> alongside the voices of the soldier-poets and those inspired to write poetry about their experiences of the First World War. CURRICULUM INTENT: Poetry - This topic builds upon the Year 7 Poetry unit but encourages students to consider more visceral responses to war. The reading of the play <i>Journey's End</i> provides students with the opportunity to engage with the context of trench warfare during WW1. Progression to KS4: GCSE English Literature Paper 2: Power and Conflict Poetry; GCSE English Literature Paper 2: <i>An Inspector Calls</i> (Drama Text) Unit length: 10 weeks Spelling test Oracy focus: Discussions about the ways that war impacted the soldiers, the conditions that prompted such visceral responses to war, and the lasting impact on those at home. UNIT to include Skills Builder: Narratives	Shakespeare: <i>Much Ado About Nothing</i> Students will discover a Shakespeare text to deepen their knowledge Shakespeare's craft. The unit will focus on the context of patriarchy in Elizabethan England and some of the conventions of Elizabethan theatre. CURRICULUM INTENT: This unit enables students to engage with a complete Shakespeare text and not only the monologues. Students will analyse language, structure and form whilst considering contextual concerns. They will identify typical tropes of a Shakespearean <i>comedy</i>. In Year 9, students engage in the tragedy <i>Romeo and Juliet</i> which provides them with the grounding for close textual analysis of <i>Macbeth</i> Progression to KS4: GCSE English Literature Paper 1: <i>Macbeth</i> Unit length: 10 weeks Spelling test	Dystopian Writing In this strand, the unit takes dystopia as its theme, focussing on the craft of fiction writing. CURRICULUM INTENT: This unit builds on from Year 7 <i>Animal Farm</i> and students have the opportunity to expand their knowledge of dystopian tropes and themes through writing their own imaginative narratives. The theme of a dystopian society is further explored in the study of 'Noughts and Crosses' in Year 9 where students are expected to address ethical issues of the play through their close analysis. Progression to KS4: GCSE English Language Paper 1: Q5 Writing Unit length: 5 weeks Spelling test	Literary non-fiction: Exploring Other Lives Students will study a range of non-fiction that explore writers' perspectives and the methods used to convey those perspectives. The unit will examine the voices of a diverse group of writers and the 'other worlds' in which they have experienced life. CURRICULUM INTENT: To give students opportunities to engage with a range of non-fiction writing. This is a unit that builds upon the skills taught in the Year 7 Viewpoint unit – particularly those associated with conveying a perspective. In Year 9, students will focus on producing a strong sense of voice in the final unit: The World in my Words. Progression to KS4: GCSE English Language Paper 2: Viewpoint Unit length: 7 weeks (reduced by 2 weeks due to IOS residential + SCW) Actual unit length: 5 weeks Spelling test IOS dates: Camp 1: 10th – 17th June House TBC Camp 2: 15th – 22nd June House TBC Camp 3: 20th – 27th June House TBC Camp 4: 25th June – 2nd July House TBC SC Week during WK 6 (13th – 16th July)
	FMW	Drafted Writing: Students will write a viewpoint, using the form of a speech, to give their perspectives about an issue of current/recent importance.	Analytical Reading timed conditions: an analytical response to a poem (45 minutes) TASK Option A: how does Owen present his attitude(s) to war? OR TASK Option B: how does Pope present her attitude(s) to war?	Analytical Reading timed conditions: an analytical response: extract/whole (45 minutes) TASK: Starting with this extract, how does Shakespeare characterise Claudio in <i>Much Ado About Nothing</i>?	Drafted Writing: Students will write the opening to a story grounded in the dystopian genre.	Oracy focus: students to share letters written from the perspective of Frederick Douglass.



Year 9 Curriculum 2026 – 27 T1: 8 T2: 6 T3: 6 T4: 5 T5: 7 T6: 7

		Unit 1: 8 weeks	Unit 2: 9 weeks	Unit 3: 7 weeks	Unit 4: 10 weeks	Unit 5: 5 weeks
		T1 WK 1 – T1 WK 8	T2 WK 1 – T3 WK 3	T3 WK 4 – T4 WK 4	T4 WK 5 – T6 WK 2	T6 WK 3 – T6 WK 7
9	Unit description	Play study: <i>Noughts and Crosses</i> Students will study a play (<i>Noughts and Crosses</i> – adapted by Dominic Cooke from Malorie Blackman’s novel), focussing on the impact of prejudicial attitudes on individual and cultural identity. CURRICULUM INTENT: This unit provides fundamental SMSC understanding of ethical issues, values and morality. It enables students to further develop their knowledge of dystopian literature from the Year 7 <i>Animal Farm</i> novel and the Year 8 dystopian writing unit. Progression to KS4: GCSE English Language Paper 1: Q1-4 Reading Unit length: 8 weeks (shortened first week) Actual unit length: 7 weeks Spelling test Oracy focus: Read the play aloud to encourage student engagement with the characters and thematic concerns.	Literary Heritage: <i>A Kestrel for a Knave</i> Students will engage in an analytical study of Barry Hines’ novel, with a close focus on the significance of contextual understanding. CURRICULUM INTENT: Students will engage with this novel for the pure joy of reading. The contextual understanding of the Yorkshire mining industry and the characterisation of a disadvantaged young person encompasses all aspects of SMSC. Progression to KS4: GCSE English Language Paper 1: Q1-4 Reading Unit length: 9 weeks Spelling test Oracy focus: Discussions about the treatment of 1960s working class school children, including issues of morality associated with corporal punishment and its abuse in the 1960s education system. UNIT to include Skills Builder: Narratives	Poetry anthology: Conflict and Adversity* Students will study a unit based on an anthology of poems linked by theme used to develop a close, contextualised analysis. CURRICULUM INTENT: In this unit, students are exposed to poems based on the theme of Adversity and Conflict of Identity. They will be introduced to the skills required to compare two poems and how the writer’s use methods to present a particular theme. Some poems will be linked to the GCSE theme of Power and Conflict. *The anthology includes x3 poems from AQA GCSE Power & Conflict, preparing for Year 10 and the GCSE AQA Literature specification. Progression to KS4: GCSE English Literature Paper 2: Power and Conflict Poetry Unit length: 7 weeks Spelling test	Shakespeare: <i>Romeo & Juliet</i> As with Year 8, students will explore a Shakespeare text in full to deepen their knowledge and understanding of Shakespeare’s language and craft. Students will continue to develop sophisticated, close analysis and the knowledge of themes and contexts. CURRICULUM INTENT: This unit provides students with the benefits of studying a Shakespearean tragedy which will be the focus of the GCSE chosen text. Students will build upon knowledge of Shakespeare’s language, structure and form but in addition will practise the skills required to respond to a typical GCSE exam question. Progression to KS4: GCSE English Literature Paper 1: <i>Macbeth</i> Unit length: 10 weeks Spelling test	Viewpoint Writing: The World in My Words Students will study a unit based on developing a strong sense of written voice in viewpoint articles. CURRICULUM INTENT: This unit helps prepare students for delivering their GCSE NEA Spoken Language in Year 10. They will engage with presentational skills and explore how to successfully plan for and execute a powerfully persuasive viewpoint. Progression to KS4: GCSE English Language NEA Spoken Language/Paper 2: Q5 Writing Unit length: 5 weeks (reduced by 2 weeks due to the introduction to <i>An Inspector Calls</i> + SCW) Actual unit length: 3 weeks Spelling test Oracy focus: Students to share viewpoints and perspectives. SC Week during WK 6 (13th – 16th July) WK 7: An introduction to JB Priestley’s <i>An Inspector Calls</i>.
	FMW	Analytical Reading timed conditions: an analytical response: extract/whole text (45 minutes) TASK: Starting with this extract, how does Cooke present the prejudice of characters and its effects in <i>Noughts and Crosses</i>?	Section A Knowledge test: a knowledge retrieval test including the contextual background of the novel. Section B Analytical Reading timed conditions: an analytical response: extract/whole (20 minutes) TASK: Starting with this extract, how does Hines present Billy as a victim in <i>A Kestrel for a Knave</i>?	Analytical Reading timed conditions: an analytical response to a poem (45 minutes) TASK: How does Rumens present the importance of identity in <i>The Emigree</i>?	Section A Knowledge test: a knowledge retrieval test including key knowledge from the play as well as vocabulary. Section B Analytical Reading timed conditions: A short analytical response: extract/whole (20 minutes) TASK: Starting with this extract, how does Shakespeare present conflict and violence in <i>Romeo & Juliet</i>?	Oracy focus: Students to share perspective about issues in focus – to include the use of debate.



Year 10 Curriculum 2026 – 27 T1: 8 T2: 6 T3: 6 T4: 5 T5: 7 T6: 7

		Unit 1: 8 weeks	Unit 2: 8 weeks	Unit 3: 9 weeks	Unit 4: 14 weeks
		T1 WK 1 – T1 WK 8	T2 WK 1 – T3 WK 2	T3 WK 3 – T4 WK 5	T5 WK 1 – T6 WK 7
10	Unit description	Literature Paper 2 Modern texts: <i>An Inspector Calls</i> AQA Specification 8702 Unit length: 8 weeks (shortened first week) Actual unit length: 7 weeks	Language Paper 1 Section A: Reading (3 weeks) AQA Specification 8700 Section B: Writing (3 weeks) AQA Specification 8700 Unit length: 8 weeks	Literature Paper 2 Poetry: Power & Conflict* AQA Specification 8702 *3 poems – <i>Kamikaze</i>, <i>The Emigree</i> & <i>Checking Out Me History</i> taught as part of the Year 9 curriculum (only consolidation of prior learning required) Unit length: 9 weeks	Literature Paper 1 Shakespeare: <i>Macbeth</i> AQA Specification 8702 Unit length: 14 weeks (reduced by 3 weeks due to YR 10 Mocks (1.5 weeks & completion of P&C Poetry – both at the beginning of T5 + SCW taking place in T6) Actual length: 11 weeks SC Week during WK 6 (13th – 16th July) Spoken Language Endorsement AQA Specification Student preparation at home (guided by central homework tasks over the course of Term 6). All students' work to be recorded.
	FMW	TASK: An Inspector Calls Question 1 How and why does Sheila change in An Inspector Calls? TASK: An Inspector Calls Question 2 Priestley criticises the selfishness of people like the Birlings and the impact this has. How is selfish behaviour presented throughout the play?	TASK: Language Paper 1 READING to take place in WK 3 Language Paper 1 (2026) The Haunting of Hill House extract (Shirley Jackson) TASK: Language Paper 1 WRITING to take place in WK 6 Option 1: Write a description of an old person as suggested by this description. Option 2: Write a story about a time when things turned out unexpectedly.	TASK: Power & Conflict (formative – in class) 20-minute analytical response to one poem. TASK: Power & Conflict (YR 10 MOCK) Compare how poets present the effects of conflict in 'Exposure' and in one other poem from 'Power and conflict'. YR 10 Mocks – LIT P2 Power & Conflict – start W/B Monday 12th April 2027, taking place at the beginning of Term 5	TASK: Starting with this speech, explain how far you think Shakespeare presents Lady Macbeth as a powerful woman. [Extract: Lady Macbeth soliloquy Act 1 Scene 5] TASK: Spoken Language Endorsement presentation (to take place at the end of Term 6)



In pursuit of the AQA GCSE English Language and Literature specifications, the **KS4 English curriculum at BSS** has been designed to nurture not only intellectual development but also the spiritual growth of students. We will seek to achieve this aim with our bespoke offer that includes:

- Extra-curricular activities and enrichment such as theatre trips to foster a love of Shakespeare and other playwrights through experiencing the beauty of performance and drama. We aim to take students to performances of *Macbeth*.
- Asking ourselves about the deeply Christian values and principles inherent in *A Christmas Carol* and how we might strive to live out those values ourselves as espoused by Dickens.
- Through the poetry of Power and Conflict, we will searching for deeper meaning about what it is to be human in various contexts including the experiences on the most famous battlefields throughout the ages. Additionally, the curriculum inspires an empathetic response to the suffering of those who have been directly involved in historical tragedies and societal prejudices.
- To enable students to understand and appreciate the perspectives of both modern and historical writers through first hand witness accounts of experiences that have shaped their lives and spiritual awakening.

Year 11 Curriculum 2026 – 27 T1: 8 T2: 6 T3: 6 T4: 5 T5: 7 T6: 7

		Unit 1: 6 weeks	Unit 2: 10 weeks	Unit 3: 4 weeks	Unit 4A: 2 weeks	Unit 4B: 7 weeks
		T1 WK 1 – T1 WK 6	T1 WK 7 – T3 WK 2	T3 WK 3 – T3 WK 6	T4 WK 1 – T4 WK 2	T4 WK 3 – T5 WK 4
11	Unit description	Language Paper 2 Section A: Reading (3 weeks) AQA Specification 8700 Section B: Writing (3 weeks) AQA Specification 8700 Unit length: 6 weeks (shortened first week) Actual unit length: 5 weeks	Literature Paper 1 Nineteenth Century: <i>A Christmas Carol</i> AQA Specification 8702 Unit length: 10 weeks* *Curriculum interrupted due to YR 11 Mocks: Actual unit length: 8 weeks approx.	Literature Paper 2 Unseen Poetry AQA Specification 8702 Unit length: 4 weeks	Literature Paper 2 Mock Preparation: Power & Conflict Poetry (& Unseen Poetry consolidation) AQA Specification 8702 Unit length: 2 weeks *English LIT Mock: March 2027 TBC*	Consolidation & Preparation Sequence of learning, and associated assessment, at teachers’ discretion – to include the YR 10 curriculum. Unit to begin with Power & Conflict revision ahead of T4 WK 3 Literature Mock. - Power & Conflict Poetry - <i>An Inspector Calls</i> - <i>Macbeth</i> - Language Paper 1 (Reading & Writing) Unit length: 7 weeks (to the beginning of public examinations)
	FMW	TASK: Language Paper 2 READING/WRITING (formative – in class) questions selected at teachers’ discretion.	Term 2 FMW TASK: Language Paper 2 (YR 11 MOCK) Language Paper 2 (Summer 2026) non-fiction extracts by Mark Boyle & J Munro *YR 11 Mocks begin Wednesday 2nd December 2026* Term 3 FMW TASK: ACC Starting with this extract, explore how Dickens presents attitudes to poverty and its effects in the novel. [Extract: Cratchit’s house – Stave 3: Christmas Present]	TASK: Unseen Poetry (formative – in class) questions selected at teachers’ discretion. 8700/1 - 24 May 2027 8700/2 - 08 Jun 2027 8702/1 - 12 May 2027 8702/2 - 19 May 2027	Term 4 FMW TASK: Power & Conflict/Unseen Poetry (YR 11 MOCK) Literature Paper 2 Power & Conflict Poetry TASK: Compare the ways poets present the effects of power in ‘Ozymandias’ and in one other poem from ‘Power and conflict’. Unseen Poetry Q1 TASK: In ‘Promise’, how does the poet present the speaker’s ideas about hope for the future? Unseen Poetry Q2 TASK: In both ‘Dreams’ and ‘Promise the speakers describe ideas about hopes and dreams. What are the similarities and/or differences between the methods the poets use to present these ideas?	Summer 2027 examinations published dates Literature Paper 1 (Macbeth & A Christmas Carol) 8702/1 12th May AM (T5 WK 5) Literature Paper 2 (An Inspector Calls, Power & Conflict Poetry, Unseen Poetry) 8702/2 19th May AM (T5 WK 6) Language Paper 1 8700/1 24th May AM (T5 WK 7) Language Paper 2 8700/2 8th June AM (T6 WK 1)

Lecture Series – after school

- Lecture 1: Thursday 25th February
- Lecture 2: Tuesday 4th March
- Lecture 3: Thursday 11th March
- Lecture 3: Thursday 18th March

Lecture Series (curriculum time)

- Lecture A: TBC
- Lecture B: TBC